

1

Our lives



Inés



Mehmet



Leila

- ☐ Do you know which countries these people come from?
- ☐ What do you know about these countries?
- ☐ Do you know anything about life there?
- ☐ Are these countries similar to the UK?

What you will do

This unit is about life in different countries. These are the skills you will practise. Which are the most useful to you? Tick the boxes.

Listening and speaking

Skill

- ☐ Listen for information in a radio programme
- ☐ Listen for information about people's lives
- ☐ Describe places
- ☐ Talk about events in the past
- ☐ Express feelings, likes and dislikes

Skill code

Lr/E3.1a, 2a, 6b
Lr/E3.2d, 2e, 5b
Sc/E3.1a, 1b, 4a, 4c, 4f
Sc/E3.3b, 3d, 4b, 4c
Sd/E3.1c

Reading and writing

Skill

- ☐ Read factual information
- ☐ Punctuate a text
- ☐ Write in short paragraphs
- ☐ Write using complex sentences
- ☐ Practise spelling

Skill code

Rt/E3.1a, 1b, 4a, 7a
Rw/E3.1a
Wt/E3.1a, 1b, 2a, 4a
Ws/E3.1a, 2a
Ww/E3.1a, 1b

Project work

At the end of this unit you will write a travel information guide for a country of your choice.

Describing a country



Activity A • Reading about a country

Inés Ferrer is writing a project on her country, Colombia. You are going to read the information she found on the Internet.

- 1 Before you read, think about the different types of information you could find on the web page. Then read to see if you were right.

A screenshot of a Netscape browser window. The address bar shows 'http://www.the_republic_of_colombia'. The website has a title 'THE REPUBLIC OF COLOMBIA' and navigation links for 'HOME' and 'CONTACT'. The main content area contains four paragraphs (A, B, C, D) describing Colombia's geography, population, culture, and food.

THE REPUBLIC OF COLOMBIA • HOME • CONTACT

A Colombia is the fourth largest country in South America and the only one with coasts on both the Pacific Ocean and the Caribbean Sea. It shares borders with Panama (to the north-west), Venezuela (to the east), Brazil (to the south-east), Peru (to the south) and Ecuador (to the south-west). Colombian territory also includes the San Andrés and Providencia island groups.

B The population of Colombia is 39,685,000. The people are of Indian, European and African descent. The official language of Colombia is Spanish, but there are also 75 Indian languages still used in the country. The main religion is Catholicism, although three million people have joined other churches such as the Anglican and Lutheran churches.

C Colombian art and music come from a mixture of Indian, Spanish and African traditions. Pre-Colombian (pre-European) art consists primarily of stone sculpture, pottery and gold work. Indian crafts such as basket making, weaving and pottery also go back to pre-Colombian times but now mix modern techniques with traditional designs. Colombian music uses the African rhythms of the Caribbean, Cuban salsa and Spanish-influenced music from the Andes.

D Typical Colombian food consists largely of chicken, pork, potato, rice, beans and soup. *Ajiaco* is an example of a regional dish from Bogotá. It is a soup made with chicken and potato. There is an amazing variety of fruit to be found in Colombia. The coffee and beer are very good, and every region has its own wine.

2 Are the statements true or false?

- | | True | False |
|---|--------------------------|--------------------------|
| a Colombia is an island. | <input type="checkbox"/> | <input type="checkbox"/> |
| b Spanish is the main language in Colombia. | <input type="checkbox"/> | <input type="checkbox"/> |
| c Most people in Colombia are Catholics. | <input type="checkbox"/> | <input type="checkbox"/> |
| d Colombian art and music are very European in style. | <input type="checkbox"/> | <input type="checkbox"/> |
| e You can find many different types of fruit in Colombia. | <input type="checkbox"/> | <input type="checkbox"/> |

3 Match the paragraphs A–D to the headings.

Art Food Geography People

4 Find words or phrases which mean the same as the following:

- a land belonging to a country (paragraph A) **territory**
- b the number of people in a country/region (paragraph B)
- c largest, most important (paragraph B)
- d mostly (paragraph C)
- e surprising (paragraph D)

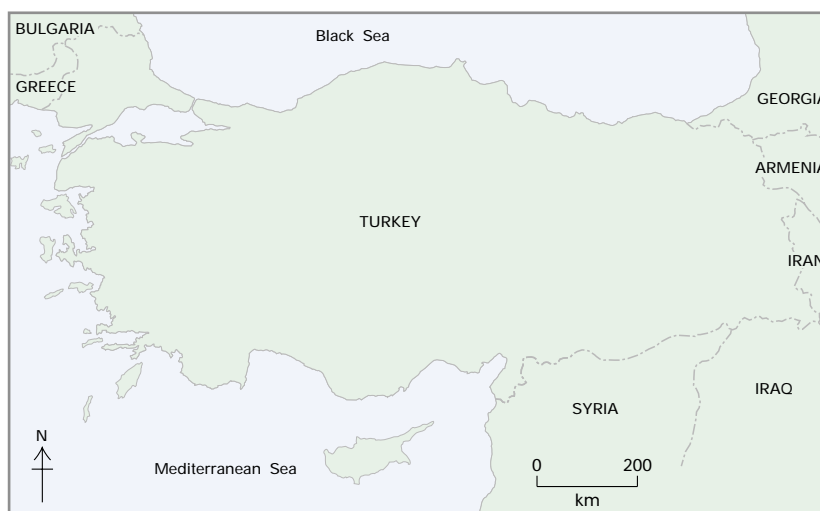
Activity B • Writing about a country

1 Look at the map of Turkey and the information in the table.

- Which continent is it situated in?
- Which countries does it share borders with?
- Does it have any coastline?
- What is the official language?
- What is the size of the population?
- What is the dominant religion?
- What food is typical?

Information about Turkey	
Continent	Europe and Asia
Official language	Turkish
Population	65.7 million
Dominant religion	Islam
Typical food	Lamb, fish, vegetables, tea

2 Use the information to write about Turkey.



Describing a city

Activity A • Listening to information about a place

Inés recorded a radio programme about Bogotá, the capital city of Colombia, for her project.



- 1 Before you listen, tick the topics that you think will be mentioned in the programme. Then listen and check if you were right.

shopping ☐ banks ☐ housing ☐
education ☐ entertainment ☐ places of interest ☐

- 2 Listen again and match the adjectives and nouns.

Adjectives

futuristic
lively and diverse
busy and bustling
expensive
chaotic
calm and relaxing

Nouns

cultural life
architecture
streets
churches and museums
shops
cities



Activity B • Listening: describing places

- Listen to Mehmet and Leila discussing Dhaka and Istanbul. Complete the conversations.

What's Dhaka like?

– It's largest cities in the world. It's busy. There are rickshaws.
..... ?
– Yes, they're taxis. You sit in a carriage pulled by a man on a bicycle.

Can you tell me about Istanbul?

– It's and
but I think it's really as well. It's full of old buildings like mosques. There's history.
..... ?
– Well, it's over years old, for example.
Really?

Activity C • Talking about a place

Work in pairs. Talk about a place you know well. Ask each other questions.

Comparing places

Mehmet wrote a short text comparing life in Istanbul and in Bristol.

I like living in Bristol. It's an interesting city but it's so much smaller and quieter than my city. It's really taking me time to get used to it. Istanbul is a much more chaotic place. There is always the noise of traffic, the sound of car horns and people calling to each other and the crowds in the bazaars.

Both cities are ports, but again, in Bristol the port is much smaller than in my city. I do like being near the water though. I often go down to the quayside and watch the boats. In both cities it's easy to get out to the coast, but I think the coastline is much more beautiful near Istanbul.

People told me it was always cold and wet in England but in fact the winter here in Bristol is often warmer than in Istanbul. I like that. I'm not looking forward to the summer in England though. It is definitely much colder than in my country.

Activity A • Reading: comparing places

Underline the sentences or phrases in the text where Mehmet compares two places.

Activity B • Proof-reading

Here are some sentences Mehmet didn't use in his letter. Find the mistakes and correct them. There is one in each sentence.

- a Istanbul is bigger Bristol.
- b I like the wether in winter.
- c Bristol have more supermarkets than Istanbul.
- d We sometimes go swimming.

Activity C • Writing: comparing places

Choose two different places you have lived in or know something about.

- 1 Make a list of things which are similar and things which are different. Use these ideas to help you.

history traffic buildings position weather noise

- 2 Write a short text. Give it to another person to check for mistakes.

Childhood days

Activity A • Language: past simple

Mehmet wrote this text about his life in Turkey. Read the text and complete the tasks.

As a child, I worked quite hard. I went to school but I also helped my uncle in his carpet shop. It was really busy in the shop during the tourist season. I also went to the market with my mother. I always carried the shopping for her. It was really heavy! But I enjoyed myself, too. I played football with my friends and we swam every day.

- 1 Work in pairs. Underline all the past simple verbs.
- 2 List the regular and irregular verbs.

Regular

Irregular

Activity B • Pronunciation of -ed endings

Look at the verbs in the box.

- 1 Decide which verbs go into each column. Listen to your teacher read the words and check your answers.
- 2 Practise saying the words.
- 3 Work in pairs and find other verbs to go in these columns.

/ɪd/	/d/	/t/
wanted	loved	kissed

worked	hated	studied
closed	moved	opened
walked	washed	shopped
carried	played	

Activity C • Speaking: events in the past

Use the verbs below to make questions about the past. Then ask and answer in pairs.

Example to come When did you come to the UK?

to live

to get here

to do

to study

to work

Coming to Britain

Activity A • Reading a narrative

As part of her project, Inés has written about coming to Britain.

1 Read the paragraphs below and put them in the correct order, 1–4.

A ☐

This was a fantastic opportunity. I couldn't believe it, to be honest. I spent about three weeks deciding what to do. On the one hand, I had the chance to travel to Britain and work in a new environment. On the other hand, I would have to leave my friends and family.

B ☐

My name is Inés. I come from near Bogotá in Colombia. As you probably know, Colombia has its problems, but I love my country. I came to Bristol five years ago, but I still miss Colombia.

C ☐

Finally, I decided to take the job offer and in 1998 I arrived in Bristol, nervous but excited. I'm having a great time, although I was really lonely at first. I don't know what to do in the future, but at the moment I'm happy working and living in the UK.

D ☐

I finished a degree in chemistry at university in 1994. Then I got a job with a large multinational company in the same year. I was working as a scientist in their factory in Bogotá when they offered me promotion and a job in the UK.



2 Read the text again. Write the time expressions and the connectives in the table.

Time expressions	Connectives
now	but

3 The following tenses are used in the text. Find an example of each.

present simple past simple present continuous past continuous

4 Think of a suitable subheading (a title) for each of the four paragraphs.

Past continuous

Activity A • Language: past continuous

- 1 Look at this sentence from the text. Underline the verb forms.

I was working as a scientist in their factory in Bogotá when they offered me promotion and a job in the UK.

- 2 Look at these sentences from Mehmet and Leila. Underline the past continuous and past simple.



I was living with my grandparents when I got permission to join my dad in the UK.



I was studying at university when I first heard about the plans for my marriage.

- 3 Complete these sentences using the words in the box.

was raining
took off
was crying
waved
was praying
met

- a I for a safe journey when the plane
b It when I first my husband-to-be.
c I when I goodbye to my family.

- 4 Listen carefully to the past continuous in the sentences above and mark the stress.
5 Practise saying the sentences.

Remember

- We stress the first part of the verb: *was **raining***
- *Was* is weak (unstressed) in the past continuous. It is pronounced /wəz/.

Activity B • Using the past continuous

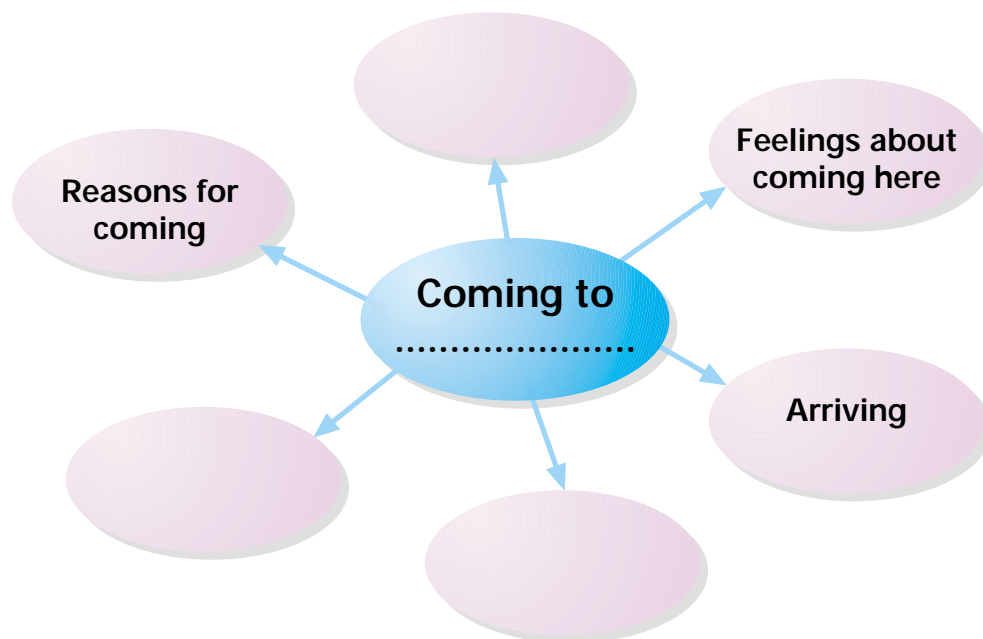
Work in pairs. Complete the short life stories that your teacher gives you.

Moving to a new place

Activity A • Planning your writing

You are going to write about yourself, or someone you know, moving to a new place.

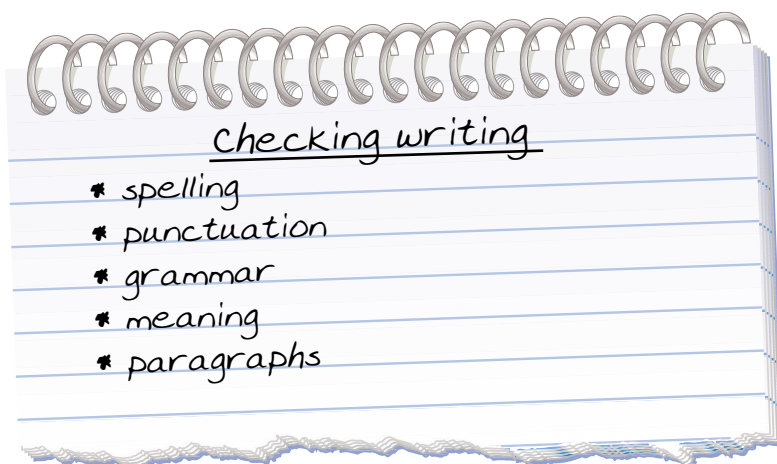
- 1 Use the web map below to think about what to include.



- 2 Now decide how you are going to group your ideas into paragraphs.

Activity B • Writing about moving to a new place

Now write your text. When you finish, check your writing carefully. Use the list below. Make corrections and write it again.



Remember

- A paragraph is a piece of text about one single idea. It can be long or short. The idea is usually introduced in the first sentence. Look at this paragraph from the text on page 2.

Typical Colombian food consists largely of chicken, pork, potato, rice, beans and soup. *Ajiaco* is an example of a regional dish from Bogotá. It is a soup made with chicken and potato. There is an amazing variety of fruit to be found in Colombia. The coffee and beer are very good, and every region has its own wine.

Reporting what someone said

Activity A • Listening: an interview



- 1 Listen to Mehmet interviewing Leila about her life in Bangladesh and the UK. Write down the answers to the questions Mehmet asks Leila:

- a her date of arrival in the UK
- b her reason for coming to the UK
- c the things she misses about her country
- d what she likes about the UK
- e how Bristol compares with her city
- f what she thinks of Bristol.

- 2 Write down the questions that Mehmet asks Leila.

- a When to the UK?
- b Why ?
- c What about Bangladesh?
- d What about the UK?
- e Bristol Dhaka?
- f What of Bristol?



Activity B • Listening to reported speech

Mehmet is telling his class about his interview with Leila. He is using reported speech. Listen to how the verbs change in reported speech and complete the sentences.

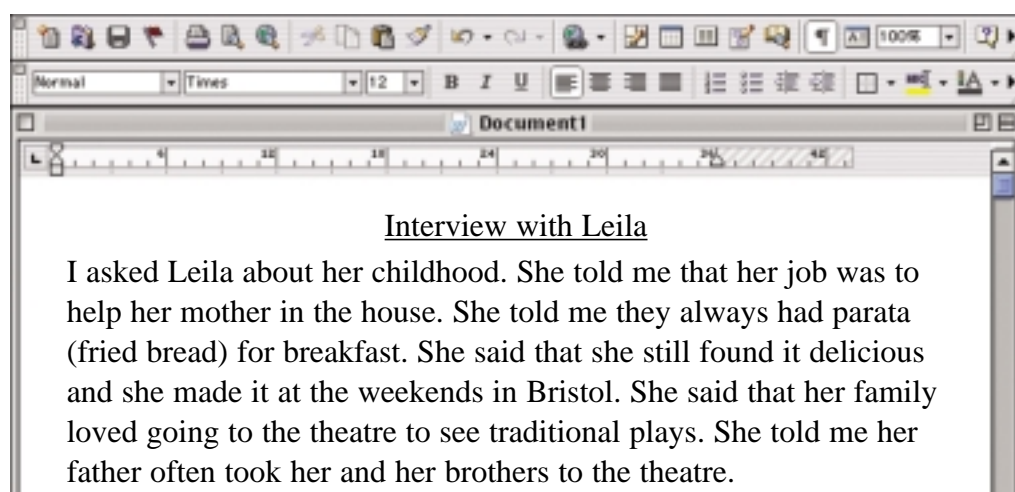
Leila told me that she ¹ to the UK in June 1999. She told me she ² to get married. She said that she ³ her family because most of them still ⁴ in Bangladesh. She said she also ⁵ Bangladeshi films. I asked her what she liked about the UK. She told me she ⁶ the supermarkets, the weather and coming to college. She said that Dhaka ⁷ much busier than Bristol. She told me that she ⁸ Bristol was an interesting place.

Remember

- Use reported speech to say what someone else has said.
- When we use reported speech we usually put the verbs in the past tense.
am/is → was are → were have/has → had will → would can → could do → did like → liked
'I love music.' *She said she **loved** music.*
- The past simple can stay the same: *'I **slept** all night.'* *He said he **slept** all night.*
- Change the pronouns: *'I love ...'* ***She** said she loved ...*

Activity C • Reading reported speech

Mehmet wrote up his interview with Leila. Here is some of what he wrote.



Write down what Leila actually told Mehmet.

- a *My job was to help my mother in the house*
- b We always
- c I still
- d I
- e My family
- f

Activity D • Interviewing someone else

- 1 Work in pairs. Choose some of the questions that Mehmet asked. Ask your partner about life in his or her country and the UK.

When did you come to the UK?

What do you like about the UK?

- 2 Write a paragraph about your interview. Use reported speech.

Making longer sentences

Activity A • Listening: relative clauses



Inés interviewed Mehmet. Listen to some extracts from the interview.

Complete these sentences.

- a The bicycle my brother gave me was fantastic.
- b The man lived over the road was a bit scary.
- c The house we first lived was really old.

Remember

- A relative clause tells us which particular person or thing the speaker means.
The bicycle was very old. Which bicycle?
The one that my friend gave me.
- Use **who** for people, **which** for things, **that** for people and things, and **where** for places.



Activity B • Combining sentences

Here are some other things Mehmet said in his interview with Inés. Change them into sentences using relative clauses.

- a I liked the swimming pool. I learnt to swim there.

.....

- b There was a lovely teacher at my school. She taught me how to read.

.....

- c My mum gave me a special shirt. I wore it to the mosque.

.....

Activity C • Using relative clauses

Work in small groups. List some people or places that are, or have been, important to you. Explain why they are important to you. Use relative clauses.

Examples

This is the necklace which my husband gave me when we got married.

She's the person who helped me find somewhere to live.

Spelling and vocabulary

Activity A • The 'double the letter' rule

- 1 Why do we double the letters of some of the words below, but not others?

talk I was **talking** to my brother when the phone rang.

get I was **getting** dressed when the phone rang.

hope I **hoped** for a good journey.

hug I **hugged** my sister at the airport.

big Dhaka is **bigger** than Bristol.

old Istanbul is **older** than Bristol.

- 2 Complete the sentences with the correct form of these words.

sit cry beg kiss tall big

a I wasing on the step when my father came home.

b She wasing as the plane took off.

c Heed me not to go.

d Theyed goodbye.

e My husband iser than any of his brothers.

f Turkey iser than Bangladesh.

Activity B • Word building

- 1 The following adjectives are from the unit. Complete the table with the nouns that relate to the adjectives. Use a dictionary to help you.

Adjective	Noun	Adjective	Noun
lonely	<i>loneliness</i>	futuristic	<i>future</i>
lively		fantastic	
violent		chaotic	
expensive		relaxing	

- 2 Make adjectives from the words in the box using these suffixes.

-ive	-ly	-ic

cuddle offence create
love wobble artist
optimist action bubble

Project

You are going to use some of the language and skills presented in this unit to write a short guide for travellers to a country of your choice.

Activity A • Finding information about a place

- 1 Work in small groups. Choose a country. It can be one you know, or one you know nothing about.
- 2 Decide what sort of information to include. Here are some ideas:



- 3 Find the information you need. You can go to a library or learning resource centre, ask people, use the Internet, collect travel brochures, contact embassies and bring in your own things.
- 4 Collect maps and photographs to illustrate your guide.

Activity B • Writing about a place

- 1 Decide how to present your guide for travellers. Do you want to present it as a booklet, a wall display or a web page?
- 2 Use a web map to help you to plan and organise your written text. Remember to use paragraphs.
- 3 Share your guide with the rest of the group.

Activity A • Adjectives

- 1 Here are some of the adjectives used in the unit. Match them with their opposite meaning. Use your dictionary to check the meanings of any words you don't know.

brilliant	calm
expensive	dreadful
lively	bustling
quiet	cheap
chaotic	clean
polluted	organised

- 2 Complete these sentences using some of the words above.
- She's such a person. She's always laughing, talking and doing different things.
 - The river is very The local factories empty chemicals into it.
 - That book is It's so well written. I really enjoyed it.

Activity B • Proof-reading

Read the paragraph below. There are eight spelling mistakes. Correct the spellings using the double letter rule.

I went to London for the day last week. I had a great time although I spent a lot of money – Bristol is much cheapper than London. I travelled on the train, which was nice. My friend and I walked around a bit. We went to a lovely park. It was full of jogers, but we don't really like runing. Later, we went shopping. I hopped to find some bargains, but most things were a bit expensive. We went to a café after that. When we were siting in the café and writting postcards we saw David Beckham (I think)! We were so excited. Well, we were geting tired, so we decided to come home after that.

Activity C • Past continuous and past simple

Complete the sentences with the past continuous or the past simple form of the verb in brackets.

- Abdul (wait) for me when I (arrive).
- I (not/listen) when the teacher (tell) me what to do.
- When I (leave), they (sleep).
- (you/listen) to the radio when I arrived?
- What (you/do) when the war began?

Mini-projects

Activity A ● Do some research

Find out opinions about the place where you live.

- Use questions from the unit and your own questions.
- Ask people (other learners, friends, neighbours) what they think of your town or city.
- Tell other learners what you find out.



Activity B ● Plan to travel

You would like to do some travelling one day in the future. Use the Internet to find different places to go in the UK and around the world. Complete the table.

You want	Possible places (city/country/other)
beautiful countryside	
lively nightlife	
interesting museums and galleries	
a beach holiday	
an adventure holiday	

How am I doing?

Look back at the skills listed on page 1. Then finish the sentences below.

I am confident with

.....

.....

I need more practice with

.....

.....

Date



Audio scripts

Page 4 Describing a city

Activity A

Bogotá is the capital city of Colombia and captures the essence of this country. There is futuristic architecture, a lively and diverse cultural life, and there are wonderful colonial churches and brilliant museums. There are also beggars, shanty towns, drug dealers and traffic jams. Because of this mixture of rich and poor, it is one of the world's most chaotic, violent, interesting and exciting cities.

There are so many interesting and contrasting things to see here in Bogotá. The streets are busy and bustling, the churches and museums are calm and relaxing. There are expensive shops and roadside stalls. You can watch buskers at the Plaza de Santander, browse at the Sunday flea market at Mercado de las Pulgas and look at the street emerald market on Avenida Jimenez.

For entertainment, there are theatres, classical music concerts and night clubs. There are also plenty of venues for watching football and bullfighting.

Activity B

- Mehmet: What's Dhaka like?
Leila: It's one of the largest cities in the world. It's really busy. There are thousands of rickshaws.
Mehmet: Rickshaws?
Leila: Yes, they're like taxis. You sit in a carriage pulled by a man on a bicycle. Can you tell me about Istanbul?
Mehmet: It's crowded and polluted, but I think it's really interesting as well. It's full of old buildings like mosques. There's so much history.
Leila: What do you mean?
Mehmet: Well, it's over 3000 years old, for example.
Leila: Really?

Page 10 Reporting what someone said

Activity A

- Mehmet: When did you come to the UK?
Leila: In June 1999.
Mehmet: Why did you come?

Leila: To get married. My husband's family live in Bristol.

Mehmet: What do you miss about Bangladesh?

Leila: Well ... obviously I miss my family. Most of them still live in Bangladesh. That makes me really sad, sometimes. I also miss Bangladeshi films. I don't see many these days.

Mehmet: What do you like about the UK?

Leila: The supermarkets, the weather ... and coming to college.

Mehmet: Is Bristol like Dhaka?

Leila: Yes and no. They're both cities, but Dhaka is much busier than Bristol. That's because of the traffic, really.

Mehmet: What do you think of Bristol?

Leila: It's an interesting place.

Activity B

Leila told me that she came to the UK in June 1999. She told me she came to get married. She said that she missed her family because most of them still lived in Bangladesh. She said she also missed Bangladeshi films. I asked her what she liked about the UK. She told me she liked the supermarkets, the weather and coming to college. She said that Dhaka was much busier than Bristol. She told me that she thought Bristol was an interesting place.

Page 12 Making longer sentences

Activity A

One

- Mehmet: ... yes, I loved the presents I got that birthday.
Inés: Oh, what like?
Mehmet: Well, the bicycle that my brother gave me was fantastic.

Two

- Inés: What were your neighbours like in Istanbul?
Mehmet: Hmm the man who lived over the road was a bit scary.

Three

- Inés: So, what was your house like in Istanbul?
Mehmet: Well, the house where we first lived was really old.



Pages 2 and 3 Describing a country

Activity A2

- a false d false
- b false e true
- c true

Activity A3

Art – C
Food – D
Geography – A
People – B

Activity A4

- b population
- c main
- d primarily
- e amazing

Page 4 Describing a city

Activity A1

shopping, entertainment, places of interest

Activity A2

lively and diverse cultural life
busy and bustling streets
expensive shops
chaotic cities
calm and relaxing churches and museums

Activity B

What's Dhaka like?

- It's **one of the** largest cities in the world. It's **really** busy. There are **thousands of** rickshaws.

Rickshaws?

- Yes, they're **like** taxis. You sit in a carriage pulled by a man on a bicycle.

Can you tell me about Istanbul?

- It's **crowded** and **polluted**, but I think it's really **interesting** as well. It's full of old buildings like mosques. There's **so much** history.

What do you mean?

- Well, it's over **3000** years old, for example. Really?

Page 5 Comparing places

Activity A

I like living in Bristol. It's an interesting city but it's so much smaller and quieter than my city. It's really taking me time to get used to it. Istanbul is a much more chaotic place. There is always the noise of traffic, the sound of car horns and people calling to each other and the crowds in the bazaars.

Both cities are ports, but again, in Bristol the port is much smaller than in my city. I do like being near the water though. I often go down to the quayside and watch the boats. In both cities it's easy to get out to the coast, but I think the coastline is much more beautiful near Istanbul.

People told me it was always cold and wet in England but in fact the winter here in Bristol is often warmer than in Istanbul. I like that. I'm not looking forward to the summer in England though. It is definitely much colder than in my country.

Activity B

- a Istanbul is bigger **than** Bristol.
- b I like the weather in winter.
- c Bristol **has** more supermarkets than Istanbul.
- d We sometimes go swimming.

Page 6 Childhood days

Activity A1

worked, went, helped, was, went, carried, enjoyed, played, swam

Activity A2

Regular: worked, helped, carried, enjoyed, played
Irregular: went, was, swam

Activity B

/ɪd/ wanted, studied, hated
/d/ loved, moved, carried, closed, opened, played
/t/ kissed, worked, walked, shopped, washed

Page 7 Coming to Britain

Activity A

A 3 B 1 C 4 D 2



Activity A2

Suggested answers:

Time expressions: now, five years ago, in 1994, in the same year, in 1998, at first, in the future, at the moment, when, about three weeks, then

Connectives: but, then, on the one hand, on the other hand, finally, and, when, although, as

Activity A3

Suggested answers:

Present simple – I **come** from near Bogotá.

Past simple – I **spent** about three weeks deciding what to do.

Present continuous – I'm **having** a great time.

Past continuous – I **was working** as a scientist in their factory in Bogotá.

Activity A4

Suggested answers:

Para 1 – Introduction

Para 2 – Education/Work history

Para 3 – Making a decision

Para 4 – Coming to the UK

Page 8 Past continuous

Activity A1

I was working as a scientist in their factory in Bogotá when they offered me promotion and a job in the UK.

Activity A2

I was living with my grandparents when I got permission to join my dad in the UK.

I was studying at university when I first heard about the plans for my marriage.

Activity A3

I was praying for a safe journey when the plane took off.

It was raining when I first met my husband-to-be.

I was crying when I waved goodbye to my family.

Activity A4

I was praying for a safe journey when the plane took off.

It was raining when I first met my husband-to-be.

I was crying when I waved goodbye to my family.

Pages 10 and 11 Reporting what someone said

Activity A1

a June 1999

b To get married

c Family, Bangladeshi films

d The supermarkets, the weather and coming to college

e They are both cities, but Dhaka is much busier than Bristol.

f It's an interesting place

Activity A2

When **did you come** to the UK?

Why **did you come**?

What **do you miss** about Bangladesh?

What **do you like** about the UK?

Is Bristol **like** Dhaka?

What **do you think** of Bristol?

Activity B

1 came

2 came

3 missed

4 lived

5 missed

6 liked

7 was

8 thought

Activity C

b We always had parata for breakfast.

c I still find it delicious.

d I make it at the weekends in Bristol.

e My family loved going to the theatre to see traditional plays.

f My father often took me and my brothers to the theatre.

Page 12 Making longer sentences

Activity A

a that

b who

c where



Activity B

- a I liked the swimming pool where I learnt to swim.
- b There was a lovely teacher at my school who taught me how to read.
- c My mum gave me a special shirt that/which I wore to the mosque.

Page 13 Spelling and vocabulary

Activity A1

When we add endings to words, we double the letter for words ending in a vowel and consonant, e.g. hop → **hopped** but hope → **hoped**

Activity A2

- a sitting
- b crying
- c begged
- d kissed
- e taller
- f bigger

Activity B1

lonely – loneliness
lively – life, liveliness
violent – violence
expensive – expense
futuristic – future
fantastic – fantasy
chaotic – chaos
relaxing – relaxation

Activity B2

-ive offensive, creative, active
-ly cuddly, lovely, wobbly, bubbly
-ic artistic, optimistic

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Activity A1

expensive – cheap
lively – calm
quiet – bustling
chaotic – organised
polluted – clean

Activity A2

- a lively
- b polluted
- c brilliant

Activity B

I went to London for the day last week. I had a great time although I spent a lot of money – Bristol is much **cheaper** than London. I travelled on the train, which was nice. My friend and I walked around a bit. We went to a lovely park. It was full of **joggers**, but we don't really like **running**. Later, we went **shopping**. I **hoped** to find some bargains, but most things were a bit expensive. We went to a café after that. When we were **sitting** in the café and **writing** postcards we saw David Beckham (I think)! We were so excited. Well, we were **getting** tired, so we decided to come home after that.

Activity C

- a was waiting / arrived
- b wasn't listening / told
- c left / were sleeping
- d Were you listening
- e were you doing